



## OFFICIAL STUDY GUIDE 2001 EDITION



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**COLLEGE-LEVEL EXAMINATION PROGRAM**

# Introduction to Educational Psychology

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## Description of the Examination

The Subject Examination entitled Introduction to Educational Psychology covers the material that is usually taught in a one-semester undergraduate course in this subject. Emphasis is placed on principles of learning and cognition; teaching methods and classroom management; child growth and development; and evaluation and assessment of learning.

The exam contains approximately 100 multiple-choice questions to be answered in two separately timed 45-minute sections.

## Knowledge and Skills Required

Questions on the exam require candidates to demonstrate one or more of the following abilities.

- Knowledge and comprehension of basic facts, concepts, and principles
- Association of ideas with given theoretical positions
- Awareness of important influences on learning and instruction
- Familiarity with research and statistical concepts and procedures
- Ability to apply various concepts and theories to particular teaching situations and problems

The subject matter of the Introduction to Educational Psychology exam is drawn from the following topics.

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➤ *Approximate Percent of Examination*

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5% Educational Aims or Philosophies

Socialization

Preparation for responsible citizenship

Preparation for careers

Lifelong learning

Moral/character development

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➡ *Approximate Percent of Examination*

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- 15% Cognitive Perspective
  - Attention and perception
  - Memory capacity
  - Organization of long-term memory
  - Chunking/encoding
  - Mental imagery
  - Metacognition
  - Problem-solving
  - Transfer
  
- 11% Behavioristic Perspective
  - Classical conditioning
  - Law of Effect
  - Operant conditioning
  - Applications of behaviorism
  - Behavioral modification programs
  - Schedules of reinforcement
  - Token economies
  - Cognitive learning theory
  
- 15% Development
  - Cognitive
  - Social
  - Moral
  - Language acquisition
  - Gender identity/sex roles
  - Adolescence
  - Mental health
  - School readiness

➡	<i>Approximate Percent of Examination</i>
10%	<p>Motivation</p> <ul style="list-style-type: none"> <li>Theories of motivation</li> <li>Achievement motivation</li> <li>Locus of control/attribution theory</li> <li>Learned helplessness</li> <li>Reinforcement contingencies</li> <li>Intrinsic motivation</li> <li>Anxiety/stress</li> </ul>
17%	<p>Individual Differences</p> <ul style="list-style-type: none"> <li>Nature vs. nurture</li> <li>Intelligence</li> <li>Aptitude/achievement</li> <li>Reading ability</li> <li>Exceptionalities in learning (e.g., giftedness, physical disabilities, and behavior disorders)</li> <li>Creativity</li> <li>Cultural influences</li> </ul>
12%	<p>Testing</p> <ul style="list-style-type: none"> <li>Test construction (e.g., classroom tests)</li> <li>Test validity</li> <li>Test reliability</li> <li>Norm- and criterion-referenced tests</li> <li>Scaled scores/standard deviation</li> <li>Bias in testing</li> <li>Classroom assessment (e.g., grading procedures and formative evaluation)</li> <li>Use and misuse of assessment techniques</li> <li>Assessment of instructional objectives</li> <li>Descriptive statistics</li> </ul>

▼	<i>Approximate Percent of Examination</i>
10%	<p>Pedagogy</p> <ul style="list-style-type: none"> <li>Psychology of content areas</li> <li>Instructional design and technique</li> <li>Classroom management</li> <li>Advance organizers</li> <li>Discovery and reception learning</li> <li>Cooperative learning</li> <li>Clarity/organization</li> <li>Teacher expectations/Pygmalion effect/wait time</li> <li>Bilingual/ESL instruction</li> </ul>
5%	<p>Research design and analysis</p> <ul style="list-style-type: none"> <li>Experiments</li> <li>Surveys</li> <li>Longitudinal research</li> <li>Qualitative research/case studies</li> <li>Research analysis and statistics</li> </ul>

## Sample Questions

The 25 sample questions that follow are similar to questions on the Introduction to Educational Psychology exam, but they do not actually appear on the exam. CLEP exams are designed so that average students completing a course in the subject can usually answer about half the questions correctly.

Before attempting to answer the sample questions, read all the information about the Introduction to Educational Psychology exam on the preceding pages. Additional suggestions for preparing for CLEP exams are provided in Chapter 1.

Try to answer correctly as many questions as possible. Then compare your answers with the correct answers, given at the end of this examination guide.

**Directions:** Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case.

1. Which of the following learning outcomes usually undergoes the largest loss within 24 hours of acquisition?
  - (A) The learning of meaningful material
  - (B) The learning of rote material
  - (C) The formulation of concepts
  - (D) The application of principles
  - (E) The making of generalizations

(A) (B) (C) (D) (E)
  
2. When Robert's classmates no longer showed approval of his clowning, his clowning behavior occurred less frequently. The concept best exemplified by Robert's change in behavior is
  - (A) extinction
  - (B) discrimination
  - (C) generalization
  - (D) transfer
  - (E) learning set

(A) (B) (C) (D) (E)
  
3. Which of the following procedures draws a subgroup from a larger population in such a way that each member of the defined population has an equal chance of being included?
  - (A) Pattern similarity selection
  - (B) Simple random sampling
  - (C) Stratified sampling
  - (D) Proportional selection
  - (E) Quota sampling

(A) (B) (C) (D) (E)

4. In a fifth-grade class that is working on a set of arithmetic problems, which of the following behaviors would be most characteristic of the pupil who is a divergent thinker?  
(A) Writing down the principle used to solve the problem as well as the solution itself  
(B) Making answers far more exact than is necessary  
(C) Working as fast as possible in order to be the first to finish the assignment  
(D) Finding a variety of ways to solve each problem  
(E) Providing the correct solution to the greatest number of problems  
(A) (B) (C) (D) (E)
5. To measure students' understanding of a theorem in geometry, it is best for a teacher to have the students do which of the following?  
(A) Write out the theorem.  
(B) Recall the proof of the theorem.  
(C) Demonstrate that they have memorized the theorem.  
(D) Solve a problem that is given in the textbook.  
(E) Solve a related problem that is not in the textbook.  
(A) (B) (C) (D) (E)
6. A child who is frightened by a dog and develops a fear of other dogs is exhibiting which of the following principles of learning?  
(A) Discrimination learning  
(B) Negative transfer  
(C) Behavior shaping  
(D) Stimulus generalization  
(E) Cognitive dissonance  
(A) (B) (C) (D) (E)
7. In experimental studies of the motor development of identical twins, one twin is generally given practice at a particular skill at an earlier period of development and the other twin at a later period of development. The fact that it generally takes less practice for the later-trained twin to acquire the skill is evidence for the importance of  
(A) heredity (B) maturation (C) learning  
(D) individual differences (E) early experience  
(A) (B) (C) (D) (E)

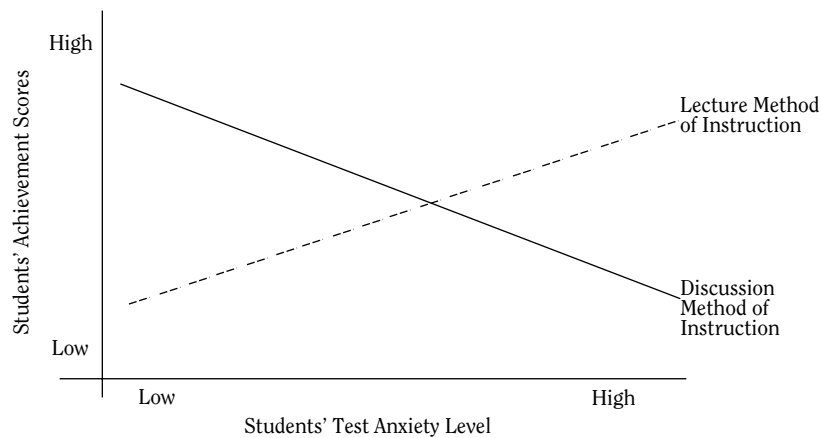
8. In a fifth-grade class studying the ancient Inca culture, all of the following questions are likely to stimulate pupils to think creatively EXCEPT
- (A) Why do you suppose the clothing of the Incas was so different from today's?
  - (B) What weapons and tools did the Incas use for hunting?
  - (C) What would be the reaction of an ancient Inca toward modern Peru?
  - (D) If the Incas had defeated the Spanish, how might things be different in Peru today?
  - (E) If you had lived in Peru during the time of the Incas, what are the things you would have liked and disliked?
- (A) (B) (C) (D) (E)
9. The psychological frame of reference that deals extensively with the effects of unconscious motivation on behavior is
- (A) behaviorism
  - (B) neobehaviorism
  - (C) psychoanalysis
  - (D) humanism
  - (E) Gestalt psychology
- (A) (B) (C) (D) (E)
10. Of the following, learning is best defined as
- (A) development that occurs without external stimulation
  - (B) the process of overcoming obstacles during instinctual behavior
  - (C) effort that is persistent, selective, and purposeful
  - (D) the modification of behavior through experience
  - (E) the gathering of data to test hypotheses
- (A) (B) (C) (D) (E)
11. According to Kohlberg's theory of moral development, a teacher in the primary grades should expect that
- (A) children will learn and understand universal ethical principles
  - (B) children will demonstrate ethical principles in their behavior, especially with their peers
  - (C) children's moral development will proceed through a sequence of three broad levels
  - (D) attempts to teach lessons on moral development will be useless
  - (E) children will teach ethical principles to younger siblings
- (A) (B) (C) (D) (E)



12. A preschool child sees a teacher roll a ball of clay into a sausage-like shape. The teacher asks, "Is the amount of clay the same as before?" The child insists that the sausage shape consists of more clay than the ball did. According to Piaget, this mistake by the child occurs principally because of which of the following?
- (A) A poorly stated question by the teacher
  - (B) Erroneous earlier learning by the child
  - (C) The greater attractiveness of the sausage shape
  - (D) Functional retardation of the child
  - (E) A lack of understanding of the conservation principle
- (A) (B) (C) (D) (E)
13. A fourth-grade teacher wants her pupils to learn to recognize oak trees. Which of the following strategies would best lead to that goal?
- (A) Telling the pupils to visit the park after school and observe several oak trees
  - (B) Showing the pupils sketches of oaks and other trees and pointing out the distinguishing characteristics of oaks
  - (C) Giving each pupil one or two acorns to plant and presenting a lesson on how oak trees grow
  - (D) Decorating the classroom bulletin boards with pictures of trees
  - (E) Showing pupils a film of the major trees of North America and then giving the pupils a quiz on oak trees
- (A) (B) (C) (D) (E)
14. Compared with traditional classroom teaching, a principal advantage of programmed instruction is that it
- (A) is easier to organize and make available to students
  - (B) requires less concentration by the student
  - (C) maintains student interest at a higher level
  - (D) allows large-scale individualization of instruction
  - (E) increases interaction between students and teachers
- (A) (B) (C) (D) (E)

15. To say that a test is reliable is to say that the
- (A) results will be approximately the same if the test is given again under similar conditions
  - (B) test measures what it was designed to measure
  - (C) predictive validity of the test is high
  - (D) objectives measured by the test are important
  - (E) test scores can be interpreted objectively by anyone simply by using the test manual
- (A) (B) (C) (D) (E)
16. The concept of developmental tasks refers to the
- (A) development of mental abilities, as distinguished from physical abilities
  - (B) ability of the child to develop certain conceptual arrangements
  - (C) behavior of the child that results from hereditary determinants
  - (D) behaviors of the child that are expected at various ages
  - (E) physiological development of the child
- (A) (B) (C) (D) (E)
17. Which of the following correlation coefficients has the highest predictive value?
- (A) 0.80
  - (B) 0.60
  - (C) 0.00
  - (D)  $-0.70$
  - (E)  $-0.90$
- (A) (B) (C) (D) (E)
18. Which of the following statistics is most affected by extreme scores?
- (A) Mean
  - (B) Median
  - (C) Mode
  - (D) Rank correlation
  - (E) Interquartile range
- (A) (B) (C) (D) (E)

19. As compared with boys who have a low need to achieve, boys who have a high need to achieve are more likely to have parents who provide
- (A) social training and consistent approval independent of the child's level of performance
  - (B) independence training and interest in the child's level of performance
  - (C) high levels of aspiration and continual criticism independent of the child's level of performance
  - (D) independence training and lack of interest in the child's level of performance
  - (E) low levels of aspiration and infrequent criticism independent of the child's level of performance
- (A) (B) (C) (D) (E)
20. Which of the following perspectives on teaching would most likely support the idea that instruction should emphasize a positive relationship between teachers and students?
- (A) Behavioral    (B) Humanistic    (C) Cognitive
  - (D) Correlational    (E) Maturational
- (A) (B) (C) (D) (E)



21. Which of the following statements best describes the relationships depicted in the graph above?
- (A) Differences among students in test anxiety result in different achievement levels depending on instructional method received.
  - (B) Differences among students in test anxiety result in different achievement levels independent of instructional method received.
  - (C) The effect of two different instructional methods on students' achievement is positively correlated with students' test anxiety levels.
  - (D) The effect of two different instructional methods on students' achievement is negatively correlated with students' test anxiety levels.
  - (E) Students' achievement levels are independent of their test anxiety levels.
- (A) (B) (C) (D) (E)
22. Laura, a fifteen-year-old, is capable of reasoning abstractly without the use of real objects to assist her. According to Piaget, Laura is in which of the following cognitive development stages?
- (A) Concrete operations    (B) Tertiary circular reactions
  - (C) Preoperations    (D) Formal operations    (E) Sensorimotor
- (A) (B) (C) (D) (E)

23. Decisions about the values that are transmitted in schools are best related to the teacher's role as
- (A) instructional expert    (B) socialization agent  
 (C) counselor    (D) motivator  
 (E) classroom manager
- (A) (B) (C) (D) (E)
24. A teacher in a third-grade class presents each pupil with 20 small cardboard disks. Each pupil is asked to form separate small groups of disks, with a different number of disks in each group. Then the teacher asks that one disk be added to each group. When that is accomplished, pupils are to attempt to state a rule or generalization indicating what has happened to the number of disks in each group. This kind of learning is most accurately described as
- (A) rote    (B) directed    (C) discovery  
 (D) deductive    (E) passive
- (A) (B) (C) (D) (E)
25. Using the principle of successive approximation involves which of the following?
- (A) Reinforcing responses that represent progress toward a desired response  
 (B) Making a succession of trials designed to provide information about a problem  
 (C) Acquiring a behavior change through imitation of models that demonstrate the behavior  
 (D) Averaging repeated measures for adequate assessment of a variable  
 (E) Testing possible solutions until success is obtained in problem solving
- (A) (B) (C) (D) (E)

## Study Resources

To prepare for the Introduction to Educational Psychology exam, you should study the contents of at least one textbook used in educational psychology courses at the college level. You can find these textbooks in most college bookstores. When selecting a textbook, check the table of contents against the “Knowledge and Skills Required” section on pages 1-4. Since they may vary somewhat in content, approach, and emphasis, you are advised to consult more than one textbook on the major topics.

You will find it helpful to supplement your reading with books listed in the bibliographies that can be found in most educational psychology textbooks. The Internet is another resource you could explore.

Additional suggestions for preparing for CLEP exams are provided in Chapter 1.

## ***Answers to Sample Questions***

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### **Introduction to Educational Psychology**

1. B
  2. A
  3. B
  4. D
  5. E
  6. D
  7. B
  8. B
  9. C
  10. D
  11. C
  12. E
  13. B
  14. D
  15. A
  16. D
  17. E
  18. A
  19. B
  20. B
  21. A
  22. D
  23. B
  24. C
  25. A
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